**K-5 ELA Lesson Plan**

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| **Teacher: Karen Oliver** | | **Grade: 1st** | | | **Date(s)**: Days 1 - 4 |
| **Unit Title: Wanted: A Few Good Friends** | | | **Corresponding Unit Task:**  **Task #1: Creating A Song about Rules** | | |
| **Essential Question(s):**  **Why is it important for good readers, writers, and speakers to remember the important details when retelling a story, poem, or informational text? How do illustrations help good readers locate and remember the important details in a story?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Officer Buckle and Gloria by Peggy Rathman**  **Chart Paper/Marker**  **Daily Character Education Activities**  **by Becky Daniel-White** | | | | **illustrations - Pictures that help tell a story. Illustrations often included additional details essential to the story plot that are not explicitly stated in the text.** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  XModeled   * Shared * Guided Practice * Independent | **Reading**  **Standards: RL 1.1; RL 1.2**  **I Can Statement(s): I can answer questions.**  **Instructional Plan:**  **Day 1: Read and discuss Officer Buckle and Gloria.**  **What is the main problem? (AN)**  **How did Officer Buckle solve the problem? (AP)**  **What has been the effect of Gloria’s actions in this story? (AN)**  **What can a reader tell about Officer Buckle/Gloria from the illustrations? (I)**  **What did the author most likely want a reader to learn in this selection? (G)** | | | | |
| **Gradual Release of Responsibility:**   * Modeled   XShared  XGuided Practice  XIndependent | **Writing**  **Standards:W.1.8**  **I Can Statement(s):**  **I can gather information to answer questions.**  **Instructional Plan:**  **Day 2 - Step 3: Consolidate to form a few basic classroom rules.**  **(Suggestions: Listen the first time to the person speaking.**  **Be respectful of materials, environment and each other.**  **Control your body for safety.**  **Work quietly with buddy voices for concentration.**  **Do your best work.)**  **Day 3 - Step 2: Create more verses using other classroom rules.**  **(Tune of “If You’re Happy and Your Know It!”:**  **Be a friend in our classroom - yes sir-eee!**  **Be a friend in our classroom – yes sir-eee!**  **\*Insert rule here.\***  **Be a friend in our classroom – yes sir-eee!)** | | | | |
| **Gradual Release of Responsibility:**   * Modeled   XShared   * Guided Practice * Independent | **Word Study**  **Standards:L1.5**  **I Can Statement(s): I can sort words into categories about friendship.**  **Instructional Plan:**  **Day 2 - Step 2: Brainstorm anchor chart of possible rules.** | | | | |
| **Gradual Release of Responsibility:**  XModeled  XShared   * Guided Practice * Independent | **Speaking & Listening**  **StandardsSL1.1**  **I Can Statement(s): I can follow rules for discussion.**  **I can add to what has been said.**  **Instructional Plan:**  **Day 2-Step 1: Recall need for classroom rules demonstrated in Officer Buckle and Gloria.** **(falling out of chair; injured children when they didn’t pay attention to rules; big accident of banana pudding/swivel chair/hammer**  **Day 3-Step 1: Model first verse of song with first rule.**  **(Consult Fairness example in Character Education Activities on page 20.)** | | | | |
| **Closing/Summarizing Strategy** | **Day 4 - Perform classroom rules song.** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Create motions to match verses.** | | **Point to anchor chart as needed to reinforce rule.** | | | **Use song as needed to remind students of rules.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

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